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AUTHOR	Tyler, Barbara R.; Biesekerski, Joan
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ABSTRACT

The Quinmester course "The Outer Limits" involves an exploration of unknown worlds, mental and physical, through fiction and nonfiction. Its purpose is to focus attention on the ongoing conquest of the frontiers of the mind, the physical world, and outer space. The subject matter includes identification and investigation of unknown worlds in the physical environment (mountain, ocean, land, and space exploration), and in the frontiers of the mind (imagined worlds of man as seen through science fiction, and unexplained worlds of man as seen through parapsychology). It also involves the comparison of reasons for man's desire to conquer his physical and mental worlds and the prediction of new ways in which man will deal with his physical and mental worlds. Eight pages of resource materials are listed. (CL)

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AUTHORIZED COURSE OF INSTRUCTION FOR THE QUINMESTER PROGRAM

DADE COUNTY PUBLIC SCHOOLS

Language Arts: THE OUTER LIMITS 5113.29
5114.29
5115.29
5116.29

English

CS 200 009

DIVISION OF INSTRUCTION • 1971

ED 064718

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THE OUTER LIMITS

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English

Written by Barbara R. Tyler
and
Joan Biesekerski
for the
DIVISION OF INSTRUCTION
Dade County Public Schools
Miami, Florida
1971

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COURSE NUMBER

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COURSE TITLE: THE OUTER LIMITS

COURSE DESCRIPTION: An exploration of unknown worlds, mental and physical, through fiction and nonfiction. Its purpose is to focus attention on the ongoing conquest of the frontiers of the mind, the physical world, and outer space.

I. PERFORMANCE OBJECTIVES

A. Students will identify the unknown worlds which exist for man in the realms of his immediate physical environment and the frontiers of his mind.

B. Students will cite evidence in support of the fact that man is constantly striving to conquer his physical environment.

C. Students will investigate ways in which man has gone beyond the barriers of his physical world into those realms of the mental and unexplained.

D. Students will compare the different reasons man has had for wanting to conquer his physical and mental worlds.

E. Given known data, students will predict new ways in which man will deal with his physical and mental worlds.

II. COURSE CONTENT

A. Rationale

"For Man there can be no rest and no ending. He must go on, conquest beyond conquest of this little planet, its winds and ways and all the laws of mind and matter that restrain him--then the planets about him and at last out across immensity to the stars. And when he has conquered all the deeps of space and all the mysteries of time--still he will be but beginning."

--H. G. Wells from THINGS TO COME

The above statement forms the entire premise upon which this quinmester course is based.

The main purpose in this course is to involve the students in the exploration of unknown worlds. Each activity is designed for direct student participation. Hopefully, many of the activities will serve as a stimulus to motivate student involvement and discovery outside of class.

The activities under each objective are sequenced in order of difficulty from low to high. The teacher may use all of the activities, only selected activities,

or use the activities as a springboard for one's own creativity.

It is hoped that, at the end of this course, the students will see and understand, perhaps for the first time, the "whys" of man's continuous conquest into mental and physical worlds of the unknown.

B. Range of subject matter

1. Identification and investigation of unknown worlds which exist for man

a. Those existing in the physical environment

1) Mountain exploration
2) Ocean exploration
3) Land exploration
4) Space exploration

b. Those existing in the frontiers of the mind

1) Imagined worlds of man as seen through the works of science fiction writers
2) Unexplained worlds of man as seen through the field of parapsychology

2. Comparison of reasons for man's desire to conquer his physical and mental worlds

3. Predictions of new ways in which man will deal with his physical and mental worlds

III. TEACHING STRATEGIES

OBJECTIVE A: Identify the unknown worlds which exist for man in the realms of his immediate physical environment and the frontiers of his mind.

1. Present an "Outer Limits" Light Show. This activity could be used as an introduction to the entire unit for all levels, 9-12. (A step-by-step procedure for the production of the light show may be found on p. 14).

2. A discussion may be held in which students name any unknown world which exists for man. The ideas from the students may be listed on the board or on a transparency. The students should then decide whether or not their ideas can be categorized in any way. The two categories - mental unknown worlds and physical unknown worlds - may be suggested by the teacher. The students should then place their ideas in one of the two categories.

3. Present an unfinished story to the class. The following is an example:

> "He knew that he would come face to face with it sooner or later. It was there waiting for him. It was like a magnet. It penetrated his every thought. He was fearful of it. Yet, he was exhilarated by its challenge."

Have each student make a list of everything possible which could fit the description of "it." From the lists made, form a composite list on the blackboard of all ideas. Guide the students to realize that "it" represents unknown worlds for man.

4. Introduce a picture or poem depicting a certain past period in time. (Examples: The pilgrims sailing on the Mayflower, "Paul Revere's Ride") Pose these questions: Did people in this time period have unknown worlds they were facing? What were they? Can you relate this experience of man in the past to the experience of man in the 1970's? What are some unknown worlds that man is seeking to venture into today? Are there unknown worlds that have existed for man since the dawn of time which have never been conquered?

5. Play the recording of "Impossible Dream" from the Broadway play, MAN FROM LA MANCHA. Have the students discuss the quests that were mentioned in the song. What is "the impossible dream," "the unbeatable foe," and "the unreachable star?" What have been man's quests in the past? What are his quests now? What will they be in the future?

6. Read the last stanza of "Renascence" by Edna St. Vincent Millay (ADVENTURES IN AMERICAN LITERATURE). Pose the following questions: What lines indicate man's struggle to conquer or manipulate his environment? Which lines refer to man's struggle with mental exploration into the unknown? Have the students list man's unknown worlds as they exist for him today.

7. Read "The Road Not Taken" by Robert Frost. Have the students list modern-day people who have explored unknown worlds. (Examples: John Glenn, John F. Kennedy, Neil Armstrong, Thor Hyerdahl, Jacques Cousteau, etc.) Discuss and relate the last two lines of the poem to the lives of modern day people and to their achievements. Was the path that they chose an unknown world for them?

8. Put the following quotation on the blackboard. "Man can learn nothing unless he proceeds from the known to the unknown." Have the students discuss its meaning. Erase the two words - "known" and "unknown." Have the students fill in specific examples for the word "known" and

for the word "unknown." They should be as creative as possible. Example:

Known	Unknown
Theory of relativity	Time travel

9. Show the film, "Omega." Divide the students into groups, and have each group decide on the best interpretation of the film, placing it in the context of unknown worlds which exist for man. Fishbowl the class, and place the group leaders in the center of the circle. Have them discuss and debate each interpretation. Have the rest of the class take notes on the points brought out and be the final judge of which interpretation is the most plausible.

OBJECTIVE B: Cite evidence in support of the fact that man is constantly striving to conquer his physical environment.

1. Show the film "American Time Capsule" (3 min.). Have the students collect pictures depicting man's physical conquering of his environment since 1900. The students should arrange the pictures in such a way as to indicate the total picture of man's 20th century accomplishments. For example, they may make a collage of pictures.

2. Have the students read one of the following books outside of class.

   a. Biographies or autobiographies of persons who have conquered the physical environment. Example: Jacques Cousteau, Werner Van Braun, Thor Hyerdahl, Amelia Earhart.

   b. Books depicting physical conquering. Example: ALONE, KON TIKI, AKU AKU, CROSSING OF ANTARCTICA, THE SILENT CONTINENT, ENDURANCE, INCREDIBLE VOYAGE.

   After reading these books, the students should report on the books to the rest of the class. Encourage the students to use visual aids and to be as creative as possible. One suggestion would be for the student to use music and slides to present his book report. He could intersperse the music and slides with his oral presentation of what actually happened in the book.

3. A field trip to the marine biology lab at University of Miami may be held. The purpose of this trip would be to see the latest scientific advances in the field of marine biology.

4. Have the students read "The Summit" by Herzog (p. 214, EXPLORING LIFE THROUGH LITERATURE). Pose the following questions:

   a. Why do men seek to conquer a mountain?

b. Agree or disagree with the statement: "Herzog regards the conquest of Annapurna as an act of heroism."

5. Have the students collect articles from newspapers and magazines relating to man's present day conquering of his physical environment. Divide the students into groups so that they may share their collected articles. Assign each group the job of rewriting the information in the articles into a capsule form. The objective here is to have the students consolidate their information into a 20th century time capsule showing man's accomplishments to date.

6. Read "The Morality of Space" by Arthur C. Clarke - p. 449 from ADVENTURES IN MODERN LITERATURE. Discuss the possibility of what our world would be like today if space exploration had never taken place. If space had not been explored, would the human race have found another frontier to explore? What would it have been?

7. Have the students read the OLD MAN AND THE SEA by E. Hemingway. This particular selection would be used to emphasize man's setting of a goal for himself. The book may be handled on a day to day basis where the teacher holds brief discussions of certain parts of the book. The book may also be handled as one single activity where the book's entire contents are discussed at once. Specific discussion questions can be found on p. 537 and in THE U. S. IN LITERATURE. Questions under Character and Character and Meanings on p. 537 should be used.

8. Show the film "Old Man and the Sea." Have the students compare the meanings and visual aspects of the film to the way the same story was presented in written form by E. Hemingway.

9. Show the film "Kon Tiki." Have the students discuss the theory or reason behind Hyerdahl's adventure and have them compare this theory to his actual findings.

10. Divide the class into four groups each representing one of the following areas:

    a. Exploration
    b. Technological advances
    c. Medical advances
    d. Scientific advances

    Each group is to research information in his area. The goal of each group is to compile a list of man's physical accomplishments since 1800 in their particular area. Each group should make a chart starting with 1800 and ending with the current year placing each accomplishment in its respective time period. Using the chart as a frame of reference,

the group should present its collected knowledge to the rest of the class in the most interesting and creative way possible. Examples: skits. multi-media presentations, etc.

11. After the presentations in the previous activity, each group should make up a jeopardy game to test the knowledge of the rest of the class.

OBJECTIVE C: Investigate ways in which man has gone beyond the barriers of his physical world into those realms of the mental and unexplained.

1. Have the students read an excerpt from "First Man to the Moon" by Werner Van Braun (p. 286, ADVENTURES FOR AMERICANS). Have the students fill out an application blank for a berth on board a rocket ship which will go to the planet Jupiter. Have them tell why they want to go. Their answer should not be over 150 words. A science fiction story which could be read after the assignment is completed is "Plague From Space" by Harry Harrison. Now have the students discuss whether or not they would still like to go to Jupiter.

2. Play the record "War of the Worlds" a radio broadcast by Orson Wells. Discuss with the students whether or not this broadcast is a believable one. What does or does not make it plausible? Discuss the actual panicked reaction of the listeners to the broadcast. What made them believe the broadcast at that time?

3. Have the students prepare a radio or T. V. broadcast of an unexplained event which could take place in today's world.

4. Have the students read "The Cold Equations" by Tom Godwin in EIGHTEEN GREATEST SCIENCE FICTION STORIES. Discuss the story in terms of the choice the main character had to make. Were there any alternate choices? Why do you think Godwin included rules and regulations in a story taking place 200 years from now? Do you think man will always need rules and regulations? This story could be introduced by having the teacher read it to the point of the crucial decision. Several students could then take roles of the characters in the story and role play a possible solution. The plausibility of this solution could be discussed by the entire class. Afterwards the ending of the story could be read aloud and compared to the solution given by the students.

5. Have a "Science Fiction Story Hour" each day at the beginning of the class. In preparation, the students should select and read a science fiction novel or short story. They should tell the story in capsule form to the rest of the class. The class members should keep a list of all stories reviewed. This list could serve as an impetus for further reading outside of class. (Suggested novels and short story anthologies are listed in bibliography.)

6. Read "Mr. Imagination" by George Kent (p. 333, ADVENTURES IN

MODERN LITERATURE). This story is about Jules Verne. What modern inventions did he foresee? What inventors and discoveries give credit to Verne for helping them? Have each member of the class select one of the following Verne novels to read:

a. 20,000 LEAGUES UNDER THE SEA
b. THE DIARY OF AN AMERICAN JOURNALIST IN THE YEAR 2890
c. FROM THE EARTH TO THE MOON

After the students have read the novel of their choice, have them defend in writing, Verne's statement, "What one man can imagine, another man can do." They should cite evidence from the novel of their choice.

7. Give different cut-out shapes (squares, triangles, circles, strips) to each student. Limit the number you give to each student. Have each student make an imaginative article which could be used by man in the year 2150 A. D. Discuss each article made and its implications if used by man. For instance:

a. What would be the consequence if used?
b. Would it be beneficial to man?
c. How practical would it be?
d. How would it further man's search and conquering of unknown worlds?
e. In which realm, mental or physical, would it be useful?

8. By using their imaginative article from the previous activity or by creating a new article for futuristic use by man, the student should write a T. V. commercial selling the article to the average man of 2150. These commercials may be video-taped and shown to all of the classes. They could also be used in the T. V. program which will be mentioned under Objective E.

9. Have the students read "Your Work" by Aldous Huxley and "Your Leisure" by Philip Wylie (p. 469, ADVENTURES FOR LIVING). Have the students set down in writing their own particular views of how things will be in the year 2000 A. D. Some suggested titles are:

a. Schools of the 21st Century
b. New Inventions of the Future
c. Governments of the Future

10. Ask the students to select one of the following modern day science fiction novels to read:

a. PLANET OF THE APES

b. 2001: A SPACE ODYSSEY
c. MAROONED
d. ANDROMEDA STRAIN
e. AROUND THE WORLD AND UNDER THE SEA
f. FANTASTIC VOYAGE
g. THE MARTIAN CHRONICLES
h. GOLDEN APPLES OF THE SUN
i. THE POWER
j. WHEN WORLDS COLLIDE

After they have read one of these selections, have the students compare their particular selection to the Verne novel read in activity 6. They should compare the two novels in the following categories:

a. Style
b. Plausibility
c. Characterization
d. Plot

Many of these books were also made into films. The films may be shown in conjunction with the novels.

11. Have the students read "Liar" by Isaac Asimov, from EIGHTEEN GREATEST SCIENCE FICTION STORIES. After the students have read the story, several questions might be asked concerning the psychological implications of the story, how the story dealt with human behavior, etc. The end of the story leaves the reader in a quandry as to the guilt or non-guilt of the character who "killed" the robot. This type of situation lends itself to the setup of a classroom trial. The students could choose the roles they wished to play in the trial. The court should consist of the following:

a. Judge
b. Defense Attorney(s)
c. Prosecuting Attorney(s)
d. Witnesses
e. Defendant - Dr. Susan Calvin
f. Jury
g. Court Clerk

At this point it would be necessary for the students to become familiar with the duties and roles of each person participating in the trial. (See resources listed in bibliography for information on roles and duties.) After familiarizing themselves with their roles, the students should go back into the story to gain the information they will need in preparing their cases or playing their roles.

12. Read the following ESP incident to the students.

> In the middle of a dinner party one night, Helen Stalls, a reputable psychic, received such outside knowledge by suddenly closing her eyes and "seeing" it. This dignified, seventy-year old woman said she saw a well-known American statesman who would die unexpectedly in some public place while abroad. The tragedy, she predicted, would occur within six weeks.
>
> The guests, in attempts to guess the identity of the statesman, mentioned the names of several prominent Americans. Each try met with a "no" until someone mentioned Adlai Stevenson. Her answer was a "yes."
>
> Five weeks later, Adlai Stevenson died while abroad (in England), on a London street (a public place). He died (unexpectedly) of a heart attack. [1]

From this article, lead into a discussion of the term ESP. Have the students relate occurrences of ESP which they have experienced or heard about. Place these incidents under one of the following categories:

a. Telepathy - ability to receive information from another person's thoughts through means other than the five senses.
b. Clairvoyance - a sudden flash of knowledge through unaccountable means about some particular object or event. This ability involves one person.
c. Pre-cognition - the ability to acquire information about some thought or event which has not taken place...a "look" at the future.
d. Psychokinesis - the ability to influence a physical object or event by thinking about it.

Then ask the students to define each of the words by studying incidents placed under the words and coming up with a general statement.

13. Have the students test their ESP ability by filling out the questionnaire found on page 8-9 in ESP by Acy Glasser. Discuss results to see who in the class thinks he has ESP.

14. Students may also work with a Ouija board to test their communication to bring about a singular answer to a posed question.

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[1] Jess. Stearn, "Yesterday, Today, Tomorrow," This Week, March 27, 1966.

15. An ESP game for two people may be played where a person thinks of one particular object out of 5 objects, and the other person tries to guess the object. If out of 6 tries, the person guesses the correct object more than once then authorities believe that telepathy exists between the two persons.

16. Invite qualified guest speakers to talk to the class on ESP. Examples: mediums, palmists, psychics, mystics.

17. Have the students read Jean Dixon's A GIFT OF PROPHECY outside of class. After reading the book, the students may be tested as to their ability to see into the future. Each student should write down a prediction of some event which, he feels, will come to pass within two weeks. Collect the predictions. Read the predictions at the end of the two weeks to see if any of them actually came to pass.

18. Have the students choose one of the four fields of ESP to research. Their research should include clear explanations of the field, case studies, and opinions both pro and con as to the credibility of the specific field.

19. Pose the following statement to the students. "ESP is a matter of opinion rather than fact." or "Parapsychology should be given full acceptance as a scientific discipline." Have each student choose whether to defend or disprove the statement(s). A debate should be held. (Students should use the information gained in their research to prepare their cases.)

OBJECTIVE D: Compare the different reasons man has had for wanting to conquer his physical and mental worlds.

1. Have the students read "The Wilderness" by Ray Bradbury in EXPLORING LIFE THROUGH LITERATURE. Compare the reasons given in the beginning of the story for the western pioneer movement to the emotions or reasons for the moving to Mars by the characters in the story.

2. Read the letter from Ray Bradbury which gives details of why Bradbury wrote the story, "The Wilderness." (EXPLORING LIFE THROUGH LITERATURE) Compare his reasons for writing the story to the reasons that the characters in the story had for the physical conquest of Mars.

3. Show the short film, "The Story of a Writer" which gives details of the life of Ray Bradbury and his motives for writing science fiction.

4. Based on the film, "Kon Tiki" which was shown earlier in the unit and the story, "The Summit" read earlier in the unit, hold a discussion in which

the students relate the reasons for Hyerdahl's and Herzog's conquest of their physical environment.

5. Show the film, "Why Man Creates." Hold a general discussion afterwards. Bring out the following points: WHAT man has created through the ages--WHY man has created. Another way to approach the film is to divide the students into groups. Have each group sit in an informal circle. Have them discuss the following five words in relation to the film--Who? What? Where? When? Why? How?

6. Have the students write a composite character sketch of a person who is always seeking to conquer a physical environment. Have them also write a composite character sketch of a person who strives to conquer the unknown worlds of the unexplained. They are to draw conclusions as to how each sketch is similar and different.

7. Hold a general discussion on the reasons man has constantly striven to conquer his physical environment, the frontiers of his mind, and the worlds of the unexplained. Have the class form a general hypothesis which would explain this ongoing conquest of man. The hypothesis might state that all conquests are based on the same reasons or it might state that each realm is motivated by different reasons.

8. Divide the students into groups. Each group is to select or be assigned three persons representative of each of the three realms of conquest. The students should investigate the personal motivations and reasons for conquest of each of the selections. Through this research, the students are to gather information which would prove, disprove, or alter the first hypothesis.

9. After the initial research is finished, the groups should meet and discuss what has been discovered. From this information, the groups should revamp the hypothesis or leave it as is. They should be able to back their opinion on the final hypothesis.

10. Have one representative from each group meet on a panel. The panel should discuss and debate the final hypothesis of each group. They are to decide on a general hypothesis which would take into account all information given.

11. Have the students debate the following issue: Resolved that a sizeable amount of government money should be spent for the research of parapsychology rather than for space exploration.

OBJECTIVE E: Given known data, predict new ways in which man will deal with his physical and mental worlds.

1. Have the students make up an unfinished science fiction story relying on scientific data for factual background. Use the best of these stories as a basis for role playing.

2. Have the students write probable endings to the best of the unfinished stories. After each student has completed the story, several versions could be read aloud for critical review as to the plausibility of the ending.

3. Another approach to the unfinished stories is to have a group of students prepare a skit based on the story. These skits could be videotaped into a T. V. show. The commercials written as an activity for Objective C could be added to the media presentation.

4. Give the students a list of 15 names. Tell them that these 15 people listed are traveling in a space ship to colonize the moon. The ship will crash land on the moon and only 8 will survive. The students are to select the 8 people who will survive. The following list is an example of 3 possibilities.

   a. John Sandler - age 75, heart condition. Mr. Sandler is a researcher who is on the verge of an answer to eternal life.
   b. Peggy Swords - age 22 - Miss Swords is a nurse who is trained in space survival. She is emotionally immature and has just recovered from a nervous breakdown.
   c. Larry Sheets - age 2 - Larry is in perfect physical condition.

   Each person on the list should have a least one quality which would make him very desirable for survival plus a negative quality. This activity forces students to recognize their own value systems.

   After each student has made up his own list of 8 survivors, place the class into groups. Have each group select a list of 8 survivors. Finally the entire class decides on a list of 8 survivors. Discuss the final list as to the characteristics of the 8 people chosen to survive. Why were the persons with these particular characteristics chosen over the other 7 on the original list?

5. Have each student create one particular object of the future. This object may be either a house, a car, clothes, or a community. He is to present his object to the rest of the class through visual means. He may either construct it or draw it. He must also accompany his drawing or construction with a paper describing it and explaining why he created it the way he did.

6. Have each student predict a profession of the future. (Example: geologist on Venus) Then have him create a job application for the

future profession. (A current job application should be handed to each student as a guide.)

7. By utilizing all papers, creative stories, poems, etc., written earlier in the unit, the students can compile a science fiction magazine. Drawings, cartoons, or comic strips may be added if desired.

8. Have the students read "Gadget vs Trend" by Christopher Anvil in Spectrum IV as a background for the following activity. Have the students, alone or in groups, create a specific gadget for the future. They are to predict all of its uses and project any repercussions which could occur because of these uses.

9. Read the poem "The Creation" by James W. Johnson (ENGLAND IN LITERATURE). Discuss the poet's interpretation of how our world was created. Using the poem as a guide, have the students write their own poem in which they create a modern day world on another planet. (The students may write a parody or may construct a totally new poem.) Music may be played to create a mood while the students write.

10. Have the students make up a chart ranging from 1970 to 2100 A.D. with four categories. They are to predict the advances which they think will be made in each of the four categories. Their predictions should advance, in steps, from 1970 to 2100. The following is an example of what their charts should be like:

	1970	2000	2030	2060	2100
Exploration		Planetary Landings			
Technology	Nuclear Rocket				
Medicine		Control of Heredity			
Science	Gravity Waves				

11. Choose two students to represent the idea that earth will destroy itself through a nuclear war. They will base their ideas on the novel, ON THE BEACH by Nevil Shute. Choose two students to present the idea that the earth will develop into a scientific utopia. They will base their ideas on the novel, BRAVE NEW WORLD by Aldous Huxley. After each group has discussed their points of view, ask the rest of the class to write a paper concerning the destiny of earth. They may agree with one or the other of the views expressed in the group discussion, or they may express a view which has not been discussed.

INSTRUCTION FOR PREPARATION OF LIGHT SHOW

A. Elements-slides, 16 mm film, tape, strobe lights, mirror ball, moon light (last 3 are optional)

B. Explanation of elements

1. Slides

a. Pictures of physical feats--mountain climbing, sea voyages, underwater exploration, air exploration, space exploration, etc.
b. Pictures of man's imagination concerning other worlds (These could be obtained from science fiction books and articles, especially pictures from the movie, 2001: A SPACE ODYSSEY.)
c. Pictures of man's mental search--Book cover from Jean Dixon's A GIFT OF PROPHECY; religious experiences, mystical experiences, the zodiac, etc.
d. Word slides--One word concepts to be intermittently flashed up during other slides
Examples: Exploration, search, conquering, eternity

2. 16 mm film - Any film which would deal with man's exploration of his own world or outer space
Example: Newsreel film or moon shot film obtained from local T. V. station

3. Tape

a. Music to go along with visuals
b. Suggested music

1) Excerpts from album, 2001: A SPACE ODYSSEY
2) THE AGE OF AQUARIUS
3) ELECTRONIC HAIR

C. Equipment Needed: 3 screens at front of room, 2 slide projectors, 16 mm projector, 1 tape recorder

D. Procedures

1. Have 16 mm film projected on center screen

2. Slides should be projected on other 2 side screens

3. Tape would be played while slides and 16 mm film were being shown

4. Optional: strobe lights, mirror ball, moon light, or any lighting

device may be placed in strategic point in the room. These devices may be used during the entire presentation or in specific spots in the presentation for dramatic emphasis.

E. The entire presentation may last anywhere from 3 to 15 minutes.

IV. STUDENT RESOURCES

A. State-adopted textbooks

1. Adventures in Reading, Grade 9
2. Adventures in Appreciation, Grade 10
3. Adventures in American Literature, Grade 11
4. Adventures in English Literature, Grade 12
5. Values in Literature, Grade 9
6. Insights into Literature, Grade 10
7. American Literature, Grade 11
8. Outlooks Through Literature, Grade 9
9. Exploring Life Through Literature, Grade 10
10. United States in Literature, Grade 11
11. England in Literature, Grade 12
12. Vanguard, Revised, Grade 9
13. Perspectives, Grade 10
14. Accent: USA, Grade 11

B. Non-state-adopted supplementary materials

1. Books

a. Frier and Lazarus. Adventures in Modern Literature. New York: Harcourt, Brace & World, Inc.
b. Derrick and Schramm. Adventures for Americans. New York: Harcourt, Brace & World, Inc.
c. Potell and Christ. Adventures in Living. New York: Harcourt, Brace & World, Inc.

d. Potell and Christ. Adventures for Today. New York: Harcourt, Brace & World, Inc.

2. Reference materials

a. Agel, Jerome (ed.), THE MAKING OF KUBRICK'S 2001, New American Library, New York: 1970.
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V. TEACHER RESOURCES

A. Textbooks

See Student resources - A and B

B. Reference materials

See Student resources - 2

C. Films (Media resources)

Films available from Dade County

1-31563 "Admiral Richard Byrd"

1-03627 "American in Orbit"

1-01742 "American Time Capsule"

1-31567 "Charles Lindbergh"

1-11449 "Earth Satellites"

1-10639 "Exploring the Moon"

1-02069 "Exploring the Ocean"

1-30737 "Exploring Space"

1-01516 "Exploring the Universe"

1-31556 "John Glenn"

1-13416 "Major Religions of the World"

1-30750 "Man in Flight"

1-30742 "Man in Space"

1-30213 "Mars and Beyond"

1-31432 "Mysteries of the Deep"

1-40017 "Mysteries of Time"

1-31138 "The Oregon Trail"

1-13315 "Sails of Exploration"

1-30746 "Science in Space"

1-11447 "Satellites: Stepping Stones to Space"

1-12686 "Screen News Digest" (Vol. 5, Issue 5)

1-12701 "Screen News Digest" (Vol. 6, Issue 7)

1-12716 "Screen News Digest" (Vol. 8, Issue 2)

1-12720 "Screen News Digest" (Vol. 8, Issue 6)

1-12730 "Screen News Digest" (Vol. 9, Issue 6)

1-13240 "Screen News Digest" (Vol. 10, Issue 5)

1-13383 "Screen News Digest" (Vol. 10, Issue 10)

1-13443 "Screen News Digest" (Vol. 11, Issue 3)

1-13454 "Space Flight Around the Earth"

1-31547 "Werner Von Braun"

1-30212 "Universe"

1-30758 "Why Man Creates"

Films available for rent

Contemporary McGraw Hill
330 W. 42 Street
New York, New York

"Cosmic Zoom"
"Kon-Tiki"
"The Living Machine"
"Stefansson: The Arctic Prophet"
"What on Earth?"

Sterling Movies
43 W. 61 Street
New York, New York

"Story of a Writer"

Walt Disney Educational Materials Co.,
666 Busse Highway
Park Ridge, Illinois 60068

"Man on the Moon"

Films Incorporated
P.O. Box No. 11707
Atlanta, Georgia 30305

"Around the World Under the Sea"
"The Day the Earth Stood Still"
"Fantastic Voyage"
"Journey to the Center of the Earth"
"The Time Machine"
"Voyage to the Bottom of the Sea"
"War of the Worlds"
"When Worlds Collide"
"The Old Man and the Sea"

Pyramid Films
Box 1048
Santa Monica, California 90407

"Omega"

D. Record albums

1. 2001: A SPACE ODYSSEY
2. "The Age of Aquarius" from HAIR
3. ELECTRONIC HAIR
4. "The Impossible Dream" from MAN OF LA MANCHA
5. WAR OF THE WORLDS - A radio broadcast by Orson Welles

Record albums available from Dade County

4-00003 "The Earth Satellite"
4-50032 "Endless Frontier"
4-30176 "Lewis and Clark Expedition"
4-40427 "Songs of the Frontier"
4-40509 "Songs of the Sea"
4-50000 "World's Most Honored Flights"
4-30180 "Wright Brothers"

E. Games

Jeopardy

SUPPLEMENTARY MATERIAL

(The following short stories are supplementary works that the students may be interested in reading. They are divided into categories according to theme.)

Man's Mind in Connection with the Unexplained

"Markheim" - Robert Louis Stevenson

"Pit and The Pendulum" - Edgar Allan Poe*

"Midnight Blue" - John Collier

"Screaming Skull" - F. Marion Crawford*

"August Heat" - W. F. Harvey

"The Birds" - Daphne du Maurier

"At the Mountains of Madness" - Howard Phillips Lovecrafts*

"Rappaccini's Daughter" - Nathaniel Hawthorne

"The Birthmark" - Nathaniel Hawthorne

"The Fall of the House of Usher" - Edgar Allan Poe

"The Facts in the Case of M. Valdemar" - Edgar Allan Poe

"Museum Piece" - Esther Carlson*

"Charles" - Shirley Jackson

"Flowers for Algernon" - Daniel Keyes (Original short story)

"The Masque of the Red Death" - Edgar Allan Poe

"On the River" - de Maupassant

"The Avatar" - Clyde C. Campbell*

"The Conversation of Eiros and Charmion - Edgar Allan Poe*

*Mature works

TIME TRAVEL

"Of Time and Third Avenue" - Alfred Bester

"The Business, as Usual" - Mack Reynolds

"What's It Like Out There" - Edmond Hamilton

"The Green Splotches" - Stribling *

"The Prince of Liars" - Hansen

"The Skylark of Space" - Smith and Garby

OTHER CIVILIZATIONS

"The Country of the Blind" - H. G. Wells

"The Wind People" - Marion Bradley

"The Crystal Egg" - H. G. Wells

"Utopia Island" - Otfrid Von Hanstein*

"After 12,000 Years" - Stanton Coblentz*

"The Grisly Folk" - H. G. Wells

"The Diamond Lens" - O'Brien

"A Story of the Stone Age" - H. G. Wells

"Giant Killer" - Bertram Chandler*

"Limiting Factor" - Clifford D. Simak*

"With the Night Mail" - Kipling

"In the Abyss" - H. G. Wells

"The Blue Infinity" - John Russell Fearn

*Mature works